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COMMUNITY ACCESS PROGRAM

CyberCamp Handbook

Canada

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CyberCamp Handbook

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Preface

CyberCamps are a great way to promote "community" because they bring together people with a common goal - to learn about the Internet and all it has to offer - in a unique local learning environment. They can also be a great way to generate revenue for Community Access Sites!

From learning basic computer skills to surfing the Net and designing a web page, CyberCamps are fun, educational and stimulating for people of all ages. Parents especially enjoy the convenience of children's Camps during holidays and school breaks when childcare arrangements may be difficult.

CyberCamps also offer an excellent opportunity for youth interns and others working at Community Access Sites to build a wide variety of skills. As camp facilitators, they could be actively involved in planning, organizing and marketing, as well as in teaching and training.

If your Site is interested in CyberCamps, this handbook should prove very useful. It is meant to answer frequently asked questions about Camps, provide examples from successfully completed Camps and offer various Camp ideas. The sky is the limit...allow creativity to be your primary guide!

Why Have a CyberCamp?

The purpose of a Community Access Site is to provide affordable access to information technology, offering all community members the opportunity to increase their knowledge and skills in this area. A Community Access Site that hosts CyberCamps will not only see benefits for the participants but also for the Site. In addition to offering a valuable service to the community, Camps can generate revenue to help sustain your Site.

Not only can the participants of the Camp gain useful knowledge and make new friendships, but they can also learn more about their Community Access Site and the services it provides. The Site itself can benefit from a CyberCamp by word-of-mouth publicity. For example, when little Campers arrive home talking about the Site and all it has to offer, parents' interest may be sparked.

Internet Chaperoning

The Internet has many benefits and makes many things possible: the sharing of resources and ideas, ease of communicating with people across the world, virtually instant accessibility to huge amounts of reference material, as well as access to information and services.

There is, however, a darker side to the Internet. Some people take advantage of the relative anonymity it provides to forward hate mail, to disseminate racist speeches or pornographic material, to make available dangerous information such as formulas for drugs or bombs. Since it is virtually impossible for law enforcement agencies to effectively police the Internet, it is up to Internet users to do so.

As organizations that facilitate public access to the Internet, Community Access Sites have a responsibility to take an active role in guiding participants as they explore this fascinating electronic world. Consequently, they should act as "Internet chaperones", especially in programs involving children. Community Access Sites should consider and decide which web sites or kinds of sites should be off-limits to CyberCamp participants. They should also invest in software or services that block or filter these sites and should train CyberCamp facilitators to use these devices to screen them out.

Community Access Sites should consider publicizing their Internet chaperoning measures, as this information can help promote the CyberCamps.

Parents thinking of registering their children should be reassured by this information, knowing that the Site has taken this seriously and acted to protect children.

This software allows you to filter and blockout:

- Internet web sites
- Chat channels
- Words and phrases
- Newsgroups
- Personal information

Such software can also monitor any program on your PC, including:

- Notepad and Wordpad
- Internet browsers
- ICQ
- E-mail programs such as Outlook, Pegasus, Eudora.
- Chat programs
- Explorer and Netscape
- MS Word

For further information on Internet chaperoning, please review the following web sites:

http://www.media-awareness.ca/eng/med/home/manmed/manweb.htm#market
http://www.netnanny.com

Marketing

Publicity is critical to the success of your CyberCamp, especially at the onset. Word of mouth can become equally powerful as a promotional tool once the notion of "camps" has become known in the community.

Try placing posters in corner stores and distributing flyers around town. Remember that coloured paper and creative designs attract attention. Schools are a great place to spread interest among students and, because CyberCamps generally have educational goals, most schools should not have a problem allowing your material to be posted. When possible, involve educators in the marketing planning and process. Pages 5 and 6 offer three examples of promotional posters for CyberCamps.

Other possibilities for publicity are public service announcements on radio or in newspapers, at public meetings, and on public notice boards. These inexpensive ways to advertise are the key to letting the community know that a CyberCamp is going to be held at your Site.

Key Elements of CyberCamps

You could also consider TV commercials on community stations and billboards on main streets. These methods are generally more expensive but sometimes a deal can be negotiated, especially if the media is local and knows that the product is going to benefit the community as a whole.

It is very important that your marketing campaign begin well in advance of the Camp. When promoting your Camp, make sure that there is enough time for the public to build anticipation for the product before it is launched. If, for example, there is not enough lead time for a commercial, it is a waste of time and energy. So, make sure to advertise early enough to get the attention of your target audience.

In addition to pre-camp promotion, post-camp advertising can also be effective. One of the easiest ways to do this is by rewarding the camp participants with certificates of completion. When hung on the walls and fridges of community residents, these certificates provide a topic of conversation and praise while simultaneously promoting the Site. A sample certificate can be found on page 7.

You may also wish to consider producing a video of your CyberCamp which could be used as a promotional tool in the future.

Finally, if you received help from service clubs, community groups, local businesses or individuals, it is always a good idea to recognize this support. For example, you could have a dinner or other special event to show your appreciation. This could also serve as a public relations vehicle for further Site activities.

Cyber Camp '99

August 11-15 (Grades 4-9) — CyberKids '99

August 18-22 (Grades 4-9) — CyberGirls '99

Sign up for F U N with computers!

Cybercampers will learn to surf the Internet safely, create their own **homepages**, learn and use **e-mail**, scanners, digital cameras, video conferencing, multimedia software, as well as other basic computer skills.

Cost includes e-mail and web page storage for one year, daily lunches, materials, and a cooool Cybercamp **T-shirt**.

Each camper will have his/her own computer at the computer lab. Qualified instructors will be on hand to make this the camp of the summer for your Cyberkid!

Cybercamp is limited to 25 campers, so register early

(Thanks to the CAP site in Lumby BC for the text in this sample)

Santa On-line

E-mail Santa Yourself!!

Your Community Access Centre Presents:

Santa On-Line

A Christmas Cybercamp for all ages.

Activities:

- E-mail Santa and get a reply!
- Create personalized cards/gift tags
- Find great Christmas Cooking Recipes
- Customize you own t-shirt - makes a great gift (Optional)
- Shop On-line

When:

Dec. 17 through Dec. 20
6 pm to 8 pm

Costs

- **$35 Adult without T-shirt**
- **$40 Adult with T-shirt**
- **$30 Student/Child/Senior without T-shirt**
- **$35 Student/Child/Senior with T-Shirt**

Your Community Access Centre

Certificate of Completion

This is to certify that

_____

Participated in the Cybercamp

From _____ To _____

at your Community Access Centre

Role of the Facilitator

Camp facilitators are the heart and soul of a flourishing CyberCamp!

As a facilitator, you should strive to do your best to provide a great experience for the camp participants. The most important qualities for "best practice" facilitation include:

- Knowledge of computers
- Patience
- Flexibility
- Self-motivation
- Knowledge of the Internet
- Creativity
- Friendliness
- Reliability

Consider contacting resourceful people in your community who may be able to add flavour to your Camp. (If you are part of the NetCorps Canada youth project, you can also contact your regional or provincial/ territorial coordinator or get in touch with another youth intern.)

You should also try to provide the Camp participants (and/or their parents) with the desire to spread the word about the great service provided at the Site and to inspire them to come back again. Remember that, while the short-term goal is to provide a quality experience for Camp participants, the long-term goal is to help create a sustainable Community Access Site. While your first responsibility is to provide competent service to the participants, you should also be thinking of the need to create a sustainable Community Access Site.

Role of the Site Management

As a manager/administrator of a Community Access Site who is looking for CyberCamp facilitators, keep in mind that they can come from government-sponsored youth programs, experts from within the local community, or staff and volunteers at your Site. In addition, some Sites have allowed older or more advanced students to assist at Camps as a peer-tutor to reduce the workload of the facilitator(s) and to allow extended time for students requiring assistance. Camps should also have at least one male and one female facilitator or staff person available when dealing with younger students in case they need help with the washroom.

It is also suggested that you have staff members or volunteers available who are knowledgeable about working with people with disabilities, especially children. If this is not possible, try to find someone who can provide

you with advice in this area (e.g., a community organization offering services to this clientele).

A Community Access Site, like any other organization, has an obligation to make a reasonable effort to protect participants at its CyberCamps. The final chapter of this handbook provides an overview of risk management issues as well as tools to assist both Site managers and Camp facilitators.

CyberCamp Participants

The following will help you determine what kind of CyberCamp to host.

Who?

Who are your target participants?

The participants in your Camp are going to vary depending on the topic being covered and when the Camp is being held. For the most part, Camps are held for students of various ages and education levels in primary and secondary schools. Be sure to specify the age group you are targeting when advertising your Camp. Note that exceptions may have to be made if a student with more advanced computer skills enrolls.

The youth of a community should not be the only target generation for educational CyberCamps. A Camp can serve anyone in the community from children to seniors. You could include groups of people like single mothers, scouts or guides, or even a bridge club that plays and learns together. Adults, senior citizens and small businesses of the community should also be considered when planning such a venture. In this case, you may wish to simply call them "Camps" or "Courses," or choose a name with a theme included, such as "E-mail Mama" or "Never Too Old To Surf."[1]

Where?

Where are the participants coming from?

Participants for the Camps are going to be from your community. They will not only come from schools but also from local businesses, organizations and clubs.

Where do participants register?

Besides registering at the door, offer pre-registration at the Site. This provides information on potential numbers and helps you plan better.

What?

What types of participants are appropriate for a Camp?

Once the topic for the Camp has been decided, you must be sure that the appropriate participants are chosen. For example, a basic accounting course would not be offered to a group of elementary school age children, but you would offer it to local businesses, entrepreneurs and senior citizens in your community.

1. Thanks to Whistler Community Access Site, B.C. for the use of their creative Camp names.

CyberCamp Participants

What size group should the Camp accommodate?

It is adviseable to encourage smaller, more manageable groups that will fit the space (number of computers) available. Smaller camps tend to target a more specific population of clients.

Keep in mind that, although you will have a set agenda before the Camp begins, you must also be prepared to be somewhat flexible. Participants may find one aspect of the Camp more interesting and useful, and therefore you may end up spending more time on a particular topic then you had initially allotted.

Why?

Why is this particular Camp being held?

Before the Camp begins, you need to have a goal in mind around which to build your plan. Whether it is solely for educational purposes or for other reasons (such as social interaction), have your goals outlined. For advertising purposes as well as on the first day of the Camp, reinforce the goals of the Camp set by your Site. These goals will motivate both the youth facilitators and the Camp participants.

When?

When is the best time to offer CyberCamps?

Camps can run on consecutive days through the week, as weekend workshops, or weekly (i.e., one or two times a week for x number of weeks). Likewise, they can run in the mornings, afternoons, after school, evenings, or holidays. The duration and time period for a particular camp will be determined largely by the age, level and abilities of the participants as well as by the location of the Site (in terms of transportation issues and available public access hours).

A common practice for children and teen Camps is to have the youngest participants (grades 1 to 4) in the morning, from 9 a.m. to12 p.m. Older participants arrive for the afternoon, from 1 p.m. to 4 p.m. In the case of seniors or clubs, the time of day has to take into account people's schedules. If possible, take a quick survey of the participants to decide on a suitable schedule that causes the least amount of hassle for everyone. Being flexible might make organizing more challenging but in the end everyone benefits.

CyberCamp Participants

A survey of your community will determine the levels of ability possessed and the IT skills desired by community residents. Do not assume that, because the Site has just opened, all camps must start at the novice level. There may well be a demand for intermediate or even advanced level instruction.

While the majority of CyberCamps for kids are held in the summer months because of the availability of younger participants, the warm days of summer are not the only free period available. After school, March break, Easter, weekends, and even Christmas holidays can also offer ample time for CyberCamps. After-school camps are becoming more popular as an educational alternative to traditional daycare and/or childcare services.

Teen camps can provide a relaxed and educational place for youth to hang out together, an option that may be especially needed in rural communities where there are fewer social avenues for teens. These camps can operate as an on-going activity and/or at a specific time.

In addition, in today's economic climate of downsizing, many community residents retire rather early. Capitalizing on their new-found free time can be advantageous to both them and your Site. As information technology continues to become more integrated into our society, more retired individuals will be seeking skills, information and education via the Internet.

*** Don't forget that within all of these groups of participants are potential future volunteers and staff. Take note of the high-energy Internet "keeners" who could become a real asset to your Community Access Site in the future.**

How?

How many participants can each program handle?

The answer to this question depends on a number of variables:

1. the number of computers and seats in your Community Access Site; and
2. the number of instructors available (Make sure you have a suitable student-to-teacher ratio. A 5-to-1 ratio is suggested for all camps unless clients with stronger skills are used as coaches or peer support for others.)

CyberCamp Participants

How to determine fees for participants?
You will have to consider a few aspects of the Camp before you decide on the fee:

1. What materials are going to be used (paper, ink, T-shirts, and food)?
2. Is additional money needed to pay salaries?
3. Is the set fee reasonable for the target group? (Generally, the average price ranges from $10 to $25 for a four-day Camp.)
4. If possible, ask service clubs to fund one or two spaces in each camp for individuals who cannot afford the fee. Perhaps they would also fund special camp activities.

CREATIVE COMPUTER ACTIVITIES FOR CHILDREN: One Facilitator Shares Her Secrets

The Challenges I Faced:

When I was asked to create a children's Internet program, I did not know what resources were available on the Net, how to make effective searches, or how I could possibly present an enjoyable series of activities that would appeal to students aged 6 to 15. I racked my brain trying to think of topics that would be interesting and educational, as well as an avenue for teaching Internet and computer applications. I had little experience with Internet research or devising group activities for kids.

It seemed a daunting task, but then I fell back on my instincts as a parent. I had always been good at organizing birthday parties around a theme and, thanks to my son and daughter, I knew what interested teenage and prepubescent children.

I decided that play-based activities and lessons that focused on fun would be the cornerstone of my program. Halloween, games, animals, how-to-make web pages, animations, stories, T-shirts, pirates, arts and crafts, photography, and young inventors became the program framework. I found web sites on these topics and reviewed them to make sure that they were entirely family-oriented.

Creativity in CyberCamps:

Since Site funds were extremely limited, I also learned to find and download shareware, freeware, and demos. ***Download.Com, Shareware.Com, Jumbo*** *and* ***Tucows*** *are excellent sources. I evaluated the downloads by these criteria:*

- *Is it easy to use?*
- *Does it have multiple skill levels?*
- *Is this something that would inspire long-term interest?*

Child's Play II (a make-a-face program) and ***Instinct's Magic Theatre Haunted House*** (animation software), were very, very successful. Demos for these can be found at ***ZDNet's Hot Files***. (http://hotfiles.zdnet.com/cgi-bin/texis/swlib/hotfiles/info.html?fcode=000REF)

Other creative tools I used were ***Fun with Paper, Spies and Detectives Online games*** (Http://www.geocities.com/enchantedForest/Dell/1045/index.html), *which provided new models for learning.*

The Campers learned how to use hypertext links, download, and save images or print out materials found on the net. Software packages such as WordPerfect, Corel Draw and PhotoPaint were used to produce artwork, stories, animations, invention designs, and T-shirts with simple cut-and-paste, copy, delete and save commands.

They took projects home, but also learned to submit their projects to on-line sites. Using ***Magic Theatre Haunted House*** *software, Justin Charron, age 9, submitted his short thriller "Justin's Ghouls" to Instinct's on-line movie archive. Although you must have the full version of the software to see Justin's movie, we created a series of stills using a screen capture program and temporarily put them on our web site.*

*"****Halloween in June****" was our first Camp, and links to virtual haunted houses, activities such as virtual pumpkin carving, pictures, and stories were placed on the web site. Screen savers, wallpaper, and traditional decorations made the site look truly festive, and the children had fun.*

To eliminate unnecessary waiting, I created a web site and set it as the Internet start page at every computer. The start page links allowed them to safely explore the Internet, but still choose from a wide variety of activities. For example, one Camper worked on creating a scary picture after being inspired by the on-line Halloween clip art collection, while another chose to print out a template for a mask from a craft site. Of course, Halloween games were very popular. The on-line shockwave game ***Halloween Carnival*** (http://207.69.132.225/games/haunt/haunt.htm) *seems to be a perennial favorite.*

*My favorite Camp was called "****Young Inventors****". Joshua Hartley, age 6, exercised his considerable imagination in the design and construction of new inventions. At registration, his grandmother told me that he was always making things, but I was woefully unprepared for his wealth of ideas!*

His first invention came to mind before the papers were filled out. Joshua wanted to build a special type of "sippy" cup for his grandmother. He didn't know how cups were made, but could we do it here? I gave him a piece of paper and asked him to draw the sippy cup he wanted.

The problem, Joshua explained, as he drew an electric-blue cup with a drinking spout, was that his grandmother had many cups of tea during the day, and always had to wash out her cup. To Joshua, repeatedly washing out the cup seemed to be a tiresome chore. Grammy needed a cup with a lid that would permit her to pour hot water in the top to mix with tea bags in the bottom. The cup had to be big, and needed to be made out of the same stuff as a thermos. When Grammy poured in more hot water, she could shake her cup to mix the tea. The lid would keep out germs, and the spout (with an attached cork) would give a continuous supply of tea! I now wish that I had taken his design to a local potter so a prototype could have be made.

Next, Joshua chose to design a new and improved pencil after going through the "warm up" section found at http://www.noogenesis.com/inventing/pencil/pencil_page.html *called* ***Pencil Inventing***. *He put a change purse (for his lunch money) and an enlarged eraser on his drawing. "I always forget where I put my money, and I always have to do a lot of erasing", he explained. Joshua chose his improved pencil design for the front of his T-shirt.*

To teach the Campers about ***e-mail***, *we provided links to* ***pen pals*** *of the same age groups, and younger children enjoyed sending e-mail to our* ***Camp mascot***, *Spike the cat. Younger children thought that it was quite a fine idea to do this, but occasionally I would be asked how a cat could read. The answer was that I read all of his messages to him, and he told me what to write back!*

Occasionally, Spike would go into his office, and send the kids e-mail. He was often quite demanding. "I need a picture of a fish!" or "I want a nice comfy bed...send me one!" was his usual type of message. Even though our virtual pets were very playful, Spike was popular and made a personal appearance at the Site every Friday.

Dear Josh,

I was just taking a catnap when I woke up and remembered to check my e-mail. I like to eat Tuna, TUNA, TUNA, glorious Tuna! I need some now! Oops. There is no Tuna here. Please e-mail me a tuna fish until I can get someone to go shopping for me.

I'm not always mad. I just get mad when I have no tuna, when the dog sits on my bed, when birds fly by and I can't chase them, when it snows, when it rains, but especially when there is no Tuna. Hey, where did my rug go? Someone took my wool rug! Please e-mail me a rug from the internet until I can get mine back.

Thanks, Your Friend
Spike

What's next? Only my boss Spike knows for sure!

Elaine Townsend [2]

2 Thanks to Elaine Townsend of St. George Community Access Site, N.B.
http://www.folksonline.com/folks/ts/1998/inetcamp.htm

Additional Resources for Kids

Younger students love to surf the Net, and for many it is their first time to explore the world. To keep them having fun while learning, many organizations have produced interactive web sites. Camps at Community Access Sites have used these in the past and have had great success.

Here are some of the most popular sites used. (There are more suggestions in Appendix B.)

- http://babelfish.altavista.digital.com (A translator)
- http://owl.english.purdue.edu (Creative writing skills)
- http://www.howstuffworks.com (How stuff works)
- http://www.ipl.org/cgi-bin/youth/youth.out.pl?sub=rzn0000 (Everything from reading to hobbies)
- http://www.sesamestreet.com (The official Sesame Street site)
- http://www-nais.ccm.emr.ca/schoolnet (A bilingual site created by Industry Canada)
- http://www.guide-internet.com/GiEduc13.htm (Guide to the 100 best French educational sites)

CYBERCAMP TEACHING TOPIC LIST
For post-primary learners

Below is a detailed list of the major elements that can be included in the design of your CyberCamp. While this list provides an excellent framework, it is important to remember to tailor each camp to the participants' needs. For the novices especially, it is generally recommended that games and/or free "surf" time be incorporated into the learning process to allow them to become familiar with the keyboard and the Internet in a fun and stress-free way.

Introduction to Computers:

Basic Computer Terminology

- monitor
- mouse
- hard drive or hard disk
- memory
- MB (megabyte)
- RAM (Random Access Memory)
- scanner
- IBM (Windows '95)
- keyboard
- CPU (Central Processing Unit)
- floppy diskette
- KB (kilobyte)
- GB (gigabyte)
- CD-ROM
- OS (Operating System)
- MacIntosh

Basic Computer Skills

- Desktop
  - windows: opening and closing, resizing
  - icons
  - scrolling
  - applications: opening and closing

- File Management
  - creating and naming new folders
  - moving a folder into a new window or directory
  - copying folders and files (to floppies and onto hard drive)
  - finding folders and files
  - deleting folders and files
  - using the trash can (MacIntosh) or recycle bin (IBM)
  - emptying trash can or recycle bin
  - shutting down a computer properly
  - restarting a computer
  - what to do if your computer freezes or locks up
  - Internet jargon

Intermediate/Advanced Computer Skills

- advanced word processing
- specific web searches for research
- databasing
- graphics
- layout and design

Introduction to the Internet:

Terminology, definitions and tools

- WWW (World Wide Web)
- URL (Universal Resource Locator/ Uniform Resource Locator, aka web address)
- http (Hypertext Transfer Protocol)
- ftp (File Transfer Protocol)
- gif & jpeg (graphics formats)
- web browser (e.g., Netscape and Internet Explorer)
- search engine (e.g. ,Yahoo, Alta Vista)

Basic Surfing and Searching on the WWW

- how the Internet works
- starting the web browser
- using the "back", "forward", and "home" buttons
- navigating the WWW by using textual and graphical links
- connecting to a specific URL
- "surfing" the Internet - browsing by starting from the Lumby Webguide[3]
- using a search engine to find specific information
    1. category-based (Yahoo, Lycos)
    2. largest index of individual webpages (AltaVista)
    3. meta search engines (Metacrawler)

You could also encourage campers to find the national Community Access Program's web site when teaching this topic. From there, they could access other CAP Site URLs and potentially make contact with other CAP CyberCampers (initial ground work would be required).

"Smileys":

To express emotions in an e-mail, several symbols have been created that, if turned sideways, look like small faces. Called "smileys", these characters are useful for clarifying your emotion, and can prevent misunderstandings.

:-) Your basic smiley, expresses happiness or indicates a sarcastic, joking manner.
;-) Winky smiley, indicates a flirtatious or sarcastic remark.
:-(Frowning smiley, expresses depression or disappointment about some thing that is being said.
:-| Indifferent smiley, expresses ambivalence or that the author does not care about a remark.
:-> Indicates a really biting sarcastic remark.
>:-> Indicates a really devilish, sarcastic remark.

Abbreviations

In addition to smileys, electronic communication also uses several abbreviations to make typing a little less arduous.

- FYI - For Your Information
- IMHO - In My Humble Opinion
- BTW - By The Way
- LOL - Lots of Laughs
- Newbie - new online, might need assistance with the lingo

3 thanks to Lumby B.C. Community Access Site for this section

Patience is a Virtue

Camp participants need to know that patience is needed when surfing the Internet. Web pages with large pictures or a lot of content are sometimes slow to load; sometimes the Internet, or your connection to it, is slow. Here are some tips to pass on.

- When things are so slow that you suspect they have stopped, first try reloading the page. If that doesn't work, try to go to a different page to identify whether the problem is just with that page or the entire Internet. If you cannot load up another page, then your network connection may have gone down. This can result from your phone line being disconnected, a problem with your Internet software, or a problem with your Internet Service Provider (ISP). Try restarting your computer and, if your Internet connection is still not functioning, contact your ISP for technical support.

- Keep in mind that some pages may no longer exist. When you click on a link leading to one of these pages, you will often get a message saying that the file was not found. At this point, going back to the previous page, by using the "Back" button is the easiest option.

Creative Ideas

Creativity helps to maximize success! Don't close your mind to any idea that may spring forth. The more creative a Camp is, the more desirable it becomes to the public. Below are a few ideas that may assist the promotion and success of your Camp.

Web Cam Connecting:

If your Site has access to a digital web cam for video conferencing, consider a video conference with another CAP CyberCamp. The web cam generates a lot of interest in children and teens in wanting to understand how it works. With the use of a program such as *NetMeeting*, you could share applications so that several students could collaborate on, for example, a *Microsoft Paint* accessory to create a picture together.

The web cam would also be a great opener (a e-mail pen pal project coordinated between CAP CyberCamps

Scanning:

With the aid of a scanner, any picture, article or artistic design you choose can be used to create a computer screen wallpaper, a T-shirt graphic or a calendar picture.

If your Community Access Site does not have a scanner, one can be purchased for approximately $200 to $500 (it will likely be a worthwhile investment in terms of generating revenue). Alternatively, if there is another Site near you, perhaps you could share equipment or barter for the use of it.

T-Shirts:

Who doesn't like T-shirts? Designing and creating a custom T-shirt is an especially successful CyberCamp activity because it is fun for people of all ages.

Participants find pictures they want to print on their T-shirts, either from the Internet or from a favourite photo from home. The pictures can then be scanned and printed onto an iron-on sheet.

T-shirts may be provided by the Site (and sold to each participant) or, at the beginning of the Camp, participants can be asked to supply a plain T-shirt.

4 Thanks to Darrell Fraser of South Slave Research Site for these creative web cam ideas.
www.auroranet.nt.ca/auroracap

This quick and easy activity is especially successful with children, and it provides a meaningful souvenir regardless of age or IT skill level.

Web Pages:

Some Camps have had participants make their own web pages in HTML (see specific info on web page development curriculum in the Camp Curriculum section of this manual). HTML is the language code used to produce web pages. There are web pages and textbooks that can help teach this language. *Project Cool*™ (http://www.projectcool.com) is a web-based tutorial that allows students to practice writing code. It also has a textbook that can be purchased at bookstores. There are many other programs that are very user-friendly and free to access.

Developing web pages can be difficult to learn so this is generally a lesson for older or advanced participants, although a template can be used for younger students. Participants feel a sense of pride to see their very own web page out in cyberspace. Most Sites use cost-effective carriers of web pages such as *Geocities*®, which is free (http://www.geocities.com/join/).

To become a member of *Geocities*®, visit their website and click on the join button at the bottom of the page after reading the package information. The first choice, "Free Personal Page Program," costs nothing. The other packages range in cost from $4.95 to $24.95 a month.

Once you have chosen the package, follow the instructions provided and fill out all the specified fields. *Geocities*® will issue a password and URL address to the e-mail address you specify.

E-mail Partners:

Camps offer an opportunity to make learning e-mail a "community and family building" experience. You could create a Camp that encourages relatives or friends to learn together. One such example is where grandparents and grandchildren learn how to access and use e-mail together (or where the grandchildren teach their grandparents).

The learning agenda may include:

- E-mail addresses, names and domains
- Attaching a file
- Using Netscape or Internet Explorer's e-mail function
- Setting up a free e-mail account via the Web (Hotmail or MailExcite or NetAddress)
- E-mail netiquette (e.g., ALL CAPS is taboo! It's like yelling on-line.)
- Using Eudora
- Sending, checking, retrieving, forwarding, and replying to an e-mail message

Field Trips:

If you are planning a longer CyberCamp, you may wish to include a field trip in your plans. For example, a Camp could join with Fire Prevention Week and have a tour of the local firehouse and do projects about the expedition back at the Site. If there is a technically advanced company in the area, an educational tour might be appropriate. Note that such trips and outing have to be properly organized and require lead time.

In addition, field trips add an extra element of risk to CyberCamps. They should only be undertaken if your Community Access Site and its managers have dealt with the risk management issues involved, especially the question of extra supervision.

Another suggestion might be to partner with your municipal recreation department to offer CyberCamp for half the day and outdoor recreation (e.g., swimming at the pool or games at the park). A Camp itinerary such as this may be much more appealing to the younger participants and to their parents.

CYBERCAMP FOR CHILDREN

"**Internet chaperoning**" issues should be reviewed before starting any CyberCamp (see page 2 of this handbook). This is especially critical for those Sites which have not yet installed any Internet chaperoning software.

The camp described below is one week long and divided into sections of teaching. Because the participants are very young and their attention spans are limited, the sections are very short - no longer than 30 minutes. A short break of one or two minutes is recommended between each section, with a 15-minute break halfway through the morning.

DAY ONE:

Section 1: Introductions

9:00 - 9:15

Instructors introduce themselves and explain the rules of the Community Access Site, with special attention to physical boundaries of the Site and to the concept of Internet chaperoning. A name game is helpful for introductions and assists in forming a cohesive group.

Section 2: Parts of a computer

9:15 - 9:25

Because some participants are very young and have never used a computer, review the different parts of a computer, describing the system unit, monitor, keyboard, mouse, headphones and printer. Proper care and handling of a disk and CD-ROM is also reviewed.

Section 3: Logging in

9:25 - 9:35

All participants are given the same user name and password to facilitate this section. Instructors demonstrate how to log on and help each participant do it as well as explain why we log on. This may even involve turning on the computer for those who have never done it. The length of this section will vary depending on the age and reading capabilities of the group. (Bear in mind that some participants may have limited reading skills.)

Section 4: Windows 95

9:35 - 10:15

Provide a very basic overview of what Windows 95 is and why we use it. Show them what the task bar is and how to use it, and how to open programs.

Section 5: Mouse Control

10:15 - 10:30

The participants should have a working knowledge of how the mouse works and how to control it by now. This section focuses on programs that allow the children to practice with the mouse while still having fun.

1. **Paint**: An art program which allows you to use the mouse to draw, paint and choose the colours and the style of painting (such as crayons, markers, or paint). This program comes with all Windows packages and is located in the accessories.

2. **Crab Chase**: Allows children to practice with the mouse by pointing and clicking on the clams for the crab to eat. http://shareware.netscape.com/computing/shareware/PC/Download/0,283,0-21512,00.htm

SNACK: 10:30 - 10:45

Section 6: Microsoft Paint

10:45 - 12:00

Give the children time to play in Paint to create their own pictures. This entertaining activity helps with mouse control and allows the children to see how a tool bar works.

End the day by asking for feedback. Ask how participants enjoyed the activities and if they liked or disliked any part of the days' activities, and why. Find out if they had particular problems. Tell them what, if anything, they need for the next day.

DAY TWO:

Welcome participants back, ask them if there are any questions from the day before and run through the day's agenda. Assist with the log on.

Section 1: Windows 95

9:00 - 9:45

Teach participants how to save to diskette.

Section 2: Netscape

9:45 - 10:30

The majority of the day will be devoted to this section. Because of the age of the children, there will need to be a great deal of one-on-one demonstrating. Show participants how to open Netscape, how to open bookmarked web sites, how to bookmark the sites of their choice and what shockwave is and why it is used. Some good children's sites to bookmark are:

- http://www.aol.com/netfind/kids/home.html
- http://www.howstuffworks.com

For a more extensive listing of kids' sites, see Appendix B.

SNACK: 10:30 - 10:45

Section 3: Show and Spell

10:45 - 12:00

Allow the children to use the Show and Spell program. This program will help children with their reading and writing skills. http://www.pcshareware.com/spell.htm

At the end of each day, allow the children free time to get to know the

DAY THREE:

computer better. Encourage the use of all techniques they have learned.

Section 1: Sierra Paint Artist

9:00 - 10:30

Make door knob hangers and cards to take home to parents. Use this program to explain printing and saving to diskette. Provide a customized diskette for each child to take home (the cost would be included in the fee of the Camp). Once again, because of the age of the group and their limited reading skills, this section will take the majority of the day, with high demand for one-on-one help and editing text.

SNACK: 10:30 - 10:45

Section 2: Sierra Paint Artist

10:45 - 12:00

Continue with *Sierra Paint Artist* in the second half of the morning to complete cards and door knob hangers. (Teaching one part in the morning and the other in the afternoon is a good way to spread the activities out.)

Again the children are given free time at the end of the class to explore on the Internet or to use one of the game programs.

DAY FOUR:

Spend the morning choosing pictures for T-shirts that the children will be making. Allow freedom of design. Many will choose pictures off the Internet that catch their attention. Some will use Sierra Paint Artist to design their T-shirt using text and graphics. Others will use Crayola Art to colour a picture to their specifications. The activities reinforce the skills they have been taught, such as saving to a diskette, searching on the Internet, and mouse control.

DAY FIVE:

Have the T-shirts printed while teaching the class. Divide the morning into fun activities such as a *Crab Chase* contest, the game from the *Magic School Bus* web site or visit a virtual beach at *Sand Castle Builder* (http://acadiacom.softseek.com/Games/Just_for_Kids/F_7353_index.shtml). The object of the game is to build a sand castle using the mouse to drag the desired pieces onto the beach. After playing for a while to get used to the program, run a contest to see who can create the "best" sand castle (the biggest, most complex, scariest, funniest, etc). Have an outside person come in to judge the castles. Share prizes and treats among all the children so that all campers can be recognized.

The remainder of the day can be free time to enjoy the computer as they choose. After the contest, pass out the completed T-shirts, take a group photo and give the children free time on their computers for the remainder of the morning. Don't forget to get feedback from the participants about what they liked and did not like about the Camp so you can better plan for the next.

CYBERCAMP FOR ADOLESCENTS AND ADULTS - "SURFING 101"

Camp facilitators should review "**Internet chaperoning**" issues before starting any camp (see page 2 of this manual). It is especially critical for those Sites which have not yet installed any Internet chaperoning software.

This camp can run consecutively for a week or over a period of weeks. As described below, it is meant to accommodate novices but could be easily adapted for intermediate or advanced campers.

DAY ONE:

9:00 - 10:30:

Greet and introduce participants to one another. It is a good idea to incorporate a name game which speeds up group cohesiveness. One such example is to have each participant say his/her name and then something he/she likes that starts with the first letter in his/her name. As the game goes around, each member must recite each person's name and what they like (e.g., his name is Rick and he likes rabbits, her name is Sally and she like soup....my name is Gary and I like goodies). This game can be repeated each morning just for fun.

- Determine what kind of Internet experience each has to date
- Identify expectations of each participant
- Distribute copies of the Camp schedule to each participant
- Review Camp and Site rules and regulations (emphasize physical boundaries and Internet Chaperoning rules)
- Provide a brief history of the Internet/World Wide Web (time lines, founders, etc.)
- Get everyone logged onto the Internet

Activity #1: The Browser

Explain the browser window (Netscape, Explorer), toolbars, navigation buttons, scroll bars, hyperlinks, menu bar options, URLs, message area, etc. If possible, provide each participant with a hard copy of this information.

Activity #2: Bookmarks

Explain what a bookmark is and how to create one on disk. At this point, distribute a disk to each participant preferably already individually labeled. These diskettes will go home with them at the end of the Camp.

The first activity could be to create a personal bookmark file with a required number of folders/categories in it. Ideally, there would be several such activities on-going throughout the week with judging and prizes at the end. They are optional and not all participants will be interested in pursuing them.

BREAK :10:30 - 10:40

10:40 - 12:00:

Activity #3: Search Engines

Explain what a search engine is and how it works. Introduce participants to a number of such engines and encourage them to try them out to see similarities and differences. Some to try are:

- www.yahoo.com/r/ca/
- www.altavista.digital.com
- www.webcrawler.com
- www.metacrawler.com
- www.looksmart.com
- www.hotbot.com
- www.excite.com
- www.lycos.com
- www.infoseek.com
- www.netfind.com

Distribute or explain search tips: spelling, case sensitivity, finding phrases, use of double quotation marks, finding words that appear together, etc.

Activity #4: Par Three Cyber Golf

Give each participant a sheet containing a list of 18 relatively easy things to find on the Net. The objective is to find a picture of each one, in order, by using as few 'hits' as possible but as many different search engines as possible. Participants add up the total number of tries needed to find it and subtract the number of different search engines used from the total. Emphasize that this is not a race and that the use of strategy is involved. It works best if there are several different 'courses' so that they are not all doing the same one. This can be worked on at home and a deadline of 2 to 3 days could be imposed.

Another variation on this is a simpler scavenger hunt activity that would become more of a race and involve less emphasis on the search engines used.

DAY TWO:

9:00 - 10:30:

Activity #1: Browser Management

- Customizing the browser window
- Hiding/showing toolbars
- Changing font, background, link colours
- Loading pages without images

Activity #2: Browser Navigation Review

It never hurts to review information: Forward and Back buttons, Home, Go, Stop, Reload; entering URLs in the locator window.

Activity #3: E-mail Set-up

Use either www.hotmail.com or www.rocketmail.com to get each participant established with their own e-mail account. Make them aware that they should be very careful about giving out any personal information. Have them keep a written record somewhere of both their user name and their password.

BREAK: 10:30 - 10:40

10:40 - 12:00:

Activity #4: E-mail Part 2

- **Address Books** - what they are and how to set them up. Explain individual versus group addresses. Encourage each participant to enter each of the other participants' addresses into his/ her address book.

- **Signature Files** - what they are and how to set them up. They can be as simple or as complex as the user wishes. There are several ASCII sites (e.g., www.auburn.edu/~norgapd/ascii/) which contain a variety of possible signatures to use, or they may design their own.

- A competition may be set up to create the best or most appropriate or most amusing signature.

- Netiquette - what is and is not considered appropriate when communicating via e-mail. Terms like 'spamming', 'flaming', 'smileys', 'lurking', etc. might be included here. A short session on the use of common abbreviations could also be included (e.g., IMHO - In My Humble Opinion; BTW - By The Way).

Activity # 5: The E-mail Challenge

Each participant is encouraged to solicit (from fellow participants, family members, acquaintances, etc.) as many different e-mails as possible over a given time period. These must be kept in a folder and must each be from a different source. (In other words, Dad cannot just send 100 messages and have each one count. Dad's messages would only count as one, no matter how many he sends).

DAY THREE:

9:00 - 10:20:

Activity #1: Downloading/Saving Files

Each participant is encouraged to download and save a file. In particular, .gif and .jpg files.

Activity #2: Introduction to HTML

- Web page design.
- Making a template using the basic HTML tags:

```
<HTML>
<HEAD>
<TITLE> type Document Title here </TITLE>
</HEAD>
<BODY>

</BODY>
</HTML>
```

- Mention could also be made of some of the other basic HTML tags and their usage (styles tags, headings, breaks, image and link tags, lists, dividers.) Even though we will use an editor to create pages, a basic knowledge of HTML tags is very important. Check out sources like http://werbach.com/barebones.

- Spend the rest of the time before break planning personal web pages and finding/saving some pictures to use in it. If there is a scanner available, participants may be able to bring in a personal photo to include on their pages.

BREAK: 10:20 - 10:35

10:35 - 12:00:

Activity #3: Using a Web Page Editor

There are a lot of good, easy-to-use editor programs available. For a group such as in a Camp, programs such as *Hot Dog*, *Luckman's Wed Edit*, or *Splash!* are quite user friendly. Time-limited evaluation copies of these can be found at and downloaded from tucows.nbnet.nb.ca. This site contains virtually every type of web page design program desired. It also is the source for good FTP programs for use in uploading the pages once they are ready. Advanced preparation will be required here.

Frequently remind participants to save their work. The best name for a home page is …/…/…/**index.htm**

DAY FOUR:

9:00 - 10:20:

Activity #1: Web Page Design continues

- Spend some time on elements of a good design.
- Recommend sites where background files, etc. may be found. One good one is www.realiybig.com.
- A site containing many color swatches and codes is www.infi.net/wwwimages/colorindex2.html

BREAK: 10:20 - 10:35

10:35 - 12:00:

• Continue working on designing personal web pages for the remainder of time.

DAY FIVE:

9:00 - 10:20:

Activity #1: Register With a Web Space Provider

Some web sites that offer this service free of charge are:

- www.geocities.com
- www.tripod.com.

BREAK: 10:20 - 10:35

10:35 - 12:00

Activity #1: Judging Web Pages

Bring in a small panel of judges to view the various pages designed and rank them in order to find the top three. The facilitator could establish criteria or, ideally, it could be determined by the group.

Activity #2: Presentation of Prizes

By now, all activities have reached their conclusion and you will have had a chance to evaluate the results. Arrange it so that each participant is recognized for something. (Some may stand out for other reasons). Small token prizes may be awarded for the top three in each activity. Suggested prizes (depending on budget) include:

- mouse pads
- diskettes
- stickers
- T-shirts
- disk storage boxes
- pens, pencils, markers
- CD-ROM jewel cases
- candy bars, pop, chips, etc

Activity # 3: Presentation of Participation Certificates

Present each participant with a certificate to indicate completion of the Camp program. Ensure all participants that web pages will be uploaded if time did not permit for completion of this task during the day.

Adult/Seniors CyberCourse

Camp facilitators should review "**Internet chaperoning**" issues before starting any camp (see page 2 of this handbook). It is especially critical for those Community Access Sites which have not yet installed any Internet chaperoning software.

Exercise #1: Meet and Greet

- Greet and introduce participants to one another (Atmosphere can add a great deal to this experience. You may want to have coffee and tea ready for this group and, after introductions, do a go-around to determine if the group would like low music playing during the camp.)
- Determine what kind of computer experience each has to date
- Identify expectations of each participant
- Distribute copies of the Camp schedule to each participant
- Review Camp and Community Access Site rules and regulations (with an emphasis on Internet chaperoning)
- Provide a brief history of the Internet/World Wide Web (time lines, founders, etc.)
- Get everyone logged onto a computer
- Give a general overview of parts and names
- Train novice participants in basic keyboarding and mouse skills
- Get participants logged onto the Internet

Exercise #2: Browsers & Bookmarks

- Explain the browser window (Netscape, Explorer): toolbars, navigation buttons, scroll bars, hyperlinks, menu bar options, URLs, message area, etc. If possible, provide each participant with a hard copy of this information.

- Explain what a bookmark is and how to create one on diskette. At this point, distribute a disk to each participant, preferably already individually labeled. These diskette will go home with them at the end of the Camp period.

- The first activity could be to create a personal bookmark file with a specified number of folders/categories in it. It can be fun to have

several such activities going on throughout the week, with judging and prizes at the end. They should be optional because not all participants will be interested in pursuing them.

Exercise #3: Search Engines

- Explain what a search engine is and how it works. Introduce participants to a number of such engines and encourage them to try them out to see similarities and differences. Some to try are:

• www.yahoo.com/r/ca/	• www.hotbot.com
• www.altavista.digital.com	• www.excite.com
• www.webcrawler.com	• www.lycos.com
• www.metacrawler.com	• www.infoseek.com
• www.looksmart.com	• www.netfind.com

Distribute or explain **search tips**: spelling, case sensitivity, finding phrases, use of double quotation marks, finding words that appear together, etc.

Exercise # 4: Par Three Cyber Golf

Give each participant a sheet containing a list of 18 relatively easy things to find on the net. The object is to find a picture of each one, in order, by using as few 'hits' as possible but as many different search engines as possible. They add up the total number of tries needed to find it and subtract the number of different search engines used from the total. Stress that this is not a race and that there may be some strategy involved. It works best if there are several different 'courses' so that they are not all doing the same one. This can be worked on away from the Camp with a deadline of 2 to 3 days imposed.

Exercise #5: Browser Management

- Customizing the browser window
- Hiding/showing toolbars
- Changing fonts; background; link colors
- Loading pages without images

Exercise #6: Browser Navigation Review

- It never hurts to review key information: Forward and Back buttons, Home, Go, Stop, Reload, entering URLs in the locator window.

Exercise #7: Netiquette

Netiquette refers to what is and what is not considered appropriate when communicating via e-mail. Terms like 'spamming', 'flaming', 'smileys', 'lurking', etc. might be included here. A short session on the use of common abbreviations could also be included (e.g. IMHO - In My Humble Opinion; BTW - By The Way).

Exercise #8: Downloading/Saving Files

Each participant is encouraged to download and save a file. In particular, *.gif* and *.jpg* files.

Exercise #9: Activity of Choice

If this is a Seniors' Camp, the major activity can evolve from information found on one of the many excellent senior-focused web sites on the Internet. To decide on an activity that may fit you or your group best, visit the following web sites:

- Age of Reason (www.ageofreason.com)
- The Senior Times (http://www.theseniortimes.com/)
- The Senior Dogs Project (http://www.srdogs.com/)
- Senior Stop (http://www.seniorstop.com/)
- Fifty Plus.Net (http://www.fifty-plus.net/)

Some possible activities include:

1. Banking On-line (including RRSP, investment searching and reviewing, programs for accounting, stock market analysis, bill payment)
2. Geneology - discover your family tree
3. Travel Itineraries - research particular geographic areas and develop a total travel plan
4. Cooking Around the World - collect recipes for foods from different countries (and you could have them arrange a sample meal for the participants!)

Wrap-Up

Final wrap-up could include a pot luck at the Site with presentations by each participant on what they have developed or learned during the Camp. Potentially, this type of Camp might evolve into a Club that meets on an on-going basis. Discussion around this possibility might be facilitated by the instructor at the conclusion of the Camp.

Risk Management at CyberCamps
Taking Care of Business!

As with all organizations, Community Access Sites are exposed to liability by virtue of the fact that they offer programs and services. The following overview offers a summary of risk management issues that Community Access Sites should be aware of when organizing CyberCamps (and other activities hosted by the Site). The sample checklists will also help Sites identify and act upon potential risks in order to make thing safer. It is recommended that each Site conduct a risk audit of its own CyberCamp situation, particularly in relation to premises, programs and people, as outlined below.

This overview and the suggested checklists are intended as resources to provide Community Access Sites with general guidance in the area of risk management. However, this information should not be viewed as comprehensive and should not be interpreted as legal advice. Since every situations unique, Community Access Sites are encouraged to consult a lawyer, insurance agent, or risk management specialist about specific questions that may arise.

Risk Management

What is Risk? What is Risk Management?

Risk exists wherever there is a possibility that something may turn out badly, that something might be lost, that people might be harmed in some way. In short, risk exists in virtually every situation. Whether at home, at school, or at work, we often do things to increase the likelihood of things going well; we also often try to minimize the risks of things going badly. In short, we often 'do' risk management in all aspects of our lives, even without realizing it.

We ask ourselves: What could go wrong here? How do we avoid it? Does the potential benefit outweigh the risks that something negative could happen? And then we act on the answers to those questions. That is part of **risk management - identifying and assessing what could go wrong, and acting to avoid, eliminate, or minimize the possibility of this happening.**

For example, we may enjoy swimming, but we know that there are risks involved and that we or others could get hurt. So, we take swimming and water safety lessons, have trained lifeguards on watch, use the buddy system

and flotation devices, have the appropriate first aid or safety equipment available and people trained to use it, and put fences around outdoor pools. These are examples of risk management activities that help protect us and help us reap the benefits of the things we do, while minimizing the risk of harm. Some risk management activities are easy to implement and involve little or no cost; others are more complex and may require more resources such as money, time, energy or skill.

When Community Access Sites host a CyberCamp, both the possibility of great benefit and the potential risk of harm exist. Participants and youth interns can benefit enormously from CyberCamp programs and services, and maximizing those benefits is, of course, the primary goal. But Sites also have to work at the other side of the picture - undertaking risk management activities that aim to protect people from harm by minimizing, avoiding or eliminating the risks that may exist at CyberCamps.

The "Duty of Care"

Community Access Sites must undertake risk management activities around CyberCamps because they have a moral and legal obligation to do so. This obligation is called the "**Duty of Care**". It means this:

Community Access Sites and their representatives are required to do what is prudent and reasonable, necessary and appropriate to the circumstances, to protect participants, paid and unpaid staff, and the community-at-large, including the owners of the space the Site uses, from harm that might come to them on the Site's premises in or because of CyberCamp programs, activities and services or at the hands of people who may be at the CyberCamp.

Let's take this sentence apart, piece by piece:

1) **Community Access Sites ...**
The organization that has set up the Community Access Site's CyberCamp, whether it is an *ad hoc* steering committee of individuals, an incorporated organization, a coalition of individuals, a school or a library, has the primary responsibility to assess and to minimize the risks at CyberCamps, because it is in charge of the Camps. The organization controls where the CyberCamp is located, what goes on there, and who participates and assists in its programs.

2) ... and their representatives ...

Representatives of the Community Access Site include the manager/administrator; CyberCamp facilitators; board, committee, or executive members; and any other person who acts on behalf of the organization. This can include paid staff, volunteers, youth interns, and students from co-op and other work experience programs. In short, anyone who has been asked by the organization to act on its behalf to run the CyberCamp or to be involved in its activities shares in the Duty of Care to some extent, based on the role he/she plays and the level of his/her authority, autonomy, responsibility and control. Consequently, each person has a role to play in risk management.

3) ... are required to do ...

The Duty of Care is a moral and legal obligation, not a matter of choice. It requires that Sites and their representatives examine these issues and act upon them. Otherwise, they may face potentially serious consequences.

4) ... what is prudent and reasonable ...

This is critical. Community Access Sites are not expected to "guarantee safety" at CyberCamps nor to "do everything humanly possible to ensure safety", and they should never suggest that they are doing this or can do this. Because there is risk in every human activity, the only way to eliminate risk altogether would be to stop doing everything. What is expected and required is that Sites and their representatives will do what is prudent (i.e., act carefully and cautiously, with skill and good judgement) and what is reasonable (i.e., not extreme or excessive, using good judgement). This also means that Sites and their representatives cannot choose certain actions or measures simply because they are easy or convenient - unless these also happen to be the actions that are prudent and reasonable, and necessary and appropriate (as described below).

5) ... necessary and appropriate to the circumstances ...

Following from the previous phrase, the measures taken have to be prudent and reasonable as well as necessary and appropriate. Choices have to be made based on what is necessary for and appropriate to the specific circumstances. The precautions you would take for a program or activity involving six to eight-year old children would be very different from those required for a program involving older teens. Similarly, the risk management activities needed for an overnight camping trip involving children would be different from those needed for a two-hour, weekly program involving adults. One-size solutions definitely do not fit all when it comes to risk management.

6) ... to protect participants, paid and unpaid staff, and the community-at-large, including the owners of the space the Site uses ...
The Duty of Care obliges Community Access Sites and their representatives to take reasonable and appropriate precautions to protect everyone involved. The Duty of Care thus requires that Sites undertake risk management related to CyberCamps.

First and foremost, the Site has an obligation to act to protect the people who participate in its CyberCamp. Since most participants will be children and teens, the obligation to act to protect them is even more intense than if the participants were adults. This is because, from a legal perspective, children and youth (especially those who have a disability) are considered vulnerable and in need of more protection than would be provided for adults.

In hosting a CyberCamp, a Community Access Site is offering a program and inviting participation. Those who accept the offer have some right to expect that the premises will be reasonably safe, that the program will be reasonably safe and competently provided, and that the people who are on the premises or in the program (especially those who represent the Site) will in no way harm the participants.

In addition, the Site and its representatives are obligated to act to protect its own personnel, whether paid or unpaid. They need to look seriously at the potential risks and ask questions like these: Should a single staff member be alone at a Site with participants? Is this safe enough? During the day? At night? The Site should take whatever prudent and reasonable measures are appropriate to protect them. Again, extra precautions are necessary if the staff person or volunteer involved is under the age of majority.

Community Access Sites also need to think about and take action to reduce potential risks that might be posed to the community (e.g., damage that might come from a virus unwittingly introduced into the community's computers) or to the actual physical Site (e.g., theft, vandalism).

7) ... from harm that might come to them ...
What harm might occur at a Community Access Site? Unfortunately, as everywhere else, there are many possibilities, including physical injury (e.g., someone tries to take a computer manual down from a shelf and is injured when other books fall on him or her); financial loss (e.g., money is stolen from a participant; the envelope with program fees is taken from a desk; equipment is stolen and has to be replaced); property damage (e.g., a virus is introduced

into the computers; equipment is damaged); and emotional, physical, or sexual harassment or assault (e.g., a staff member or volunteer, who is at a Site alone at night, is assaulted in the parking lot). It is up to the Site to assess how likely these are to happen, how much harm might be caused, and how this potential harm could be avoided or the risks minimized.

It is also essential to prioritize risk management activities, by putting the primary focus on the risks that might result in harm to people. For example, a Site needs to consider if it is more important to buy a $100 lock for a piece of equipment (which could be replaced using insurance money if it were stolen) or to spend that same amount on making the parking lot safer for participants and staff. This is not to suggest that Sites should be careless about property. However, not all risk management choices are equal, and the ones which have the potential to bring about the most serious impact should receive first attention.

8) ... on the Site's premises ...
This is the place to start with risk management. The Site and its representatives must assess the possible risks present in the physical Site where a CyberCamp will be held (buildings, rooms, parking lot, foyer, washrooms, etc.) and then act to eliminate, avoid or reduce these risks.

9) ... in or because of CyberCamp programs, activities, or services ...
The activities and programs or services that CyberCamps offer are the second major area of risk management activity. Because the activities involved relate primarily to computers, the level of physical risk here may be fairly low (for example, lower than in a swimming or riding program). The main program risks would likely relate to the possibilities of harm coming from the Internet (hate Sites, pornographic Sites, chat rooms frequented by disguised paedophiles, etc.). The risk management strategy here would include thorough Internet "chaperoning" and exclusion of inappropriate web Sites.

10) ... or at the hands of people who may be at the CyberCamp.
This is by far the most difficult area of risk management to be undertaken, but it is usually the most important. The Site and its representatives must act to minimize, avoid, or eliminate the potential risk that certain individuals might possibly do harm to other people at a CyberCamp.

First and foremost, the Site must very carefully recruit and screen all of its CyberCamp personnel, before hiring or engaging them but also and most especially after hiring or engaging them. This includes paid staff, volunteers,

student placements, managers, Camp facilitators, committee or board members; whether full-time, part-time, temporary or permanent.

Sometimes, matters related to the premises or program may be outside the control of the Site. This is not so with respect to the people it brings on to offer its CyberCamp activities. Choosing these people well and monitoring them is entirely within the control of the Site. This includes everyone who has any kind of responsibility, authority or control at a CyberCamp.

An organization has an obligation to thoroughly screen everyone who is going to act on its behalf – whether they are strangers, friends, neighbours, or family of the organizers. Screening has to be done on the basis of what is required by the position applied for, and on no other basis. (The next section offers guidance in identifying appropriate and necessary pre-and post-hiring screening measures for each position involved in the CyberCamp.)

Community Access Sites must also pay attention (although in a different way) to the other people who may come on to the premises where the CyberCamp is being held. Staff members need to think about what it would do if a participant harmed a staff member or other participants and how difficult it would be for an uninvited person to access the premises and potentially harm someone.

This does not mean the Site is responsible for keeping out terrorists. It means that the organization is responsible for matters of which it should be aware and for matters over which it has some control. The Site and its representatives should know who else is allowed on the property when the CyberCamp programs are running. Questions should be asked about who else could be or should be, or should not be, on the premises when the CyberCamp is running. For example, if the CyberCamp Site is in a school, will there be other school personnel around? If not, are the doors locked? Who locks them? Can the doors be locked by Site personnel?

Screening

Screening of Personnel

Screening of all individuals who perform work on behalf of the Site is vital. This includes those in charge of the program such as board and committee members, as well as all paid staff and all unpaid staff, including

co-op students, volunteers, and any others who may be involved with CyberCamp participants.

Screening is an important risk management activity. The central focus of screening is on the position - what an individual will be doing for the organization, with whom, under what circumstances, and with what supervision. The issue of whether that individual is paid or not paid is irrelevant to the decisions that need to be made about good screening mechanisms.

These screening mechanisms or tools may differ from position to position. Screening for positions in which people who will have ongoing, intense relationships with "vulnerable" people, particularly in situations where they may be alone and where there is a significant power or trust relationship, must be very intense.

Risk Audit of a Position to Identify Appropriate Screening Measures

Analyze the position

Each position in the organization should be assessed according to the following issues:

i. CLIENT: Who is served by the person in this position? What characterizes this person or this group? In what ways are these people vulnerable?
ii. ACTIVITY: What is the nature of the relationship between the person offering services and the recipient? Intense, one-on-one, or casual? A position of trust or dependence? What actual activities do these people undertake? What do they actually do together?
iii. SETTING: Where do the activities related to this position take place? In a library? In a school? In a car (if transportation is involved)?
iv. SUPERVISION: Who has the opportunity to see what goes on between the person in the position and the clients? Who formally supervises the person? How? How often? How are problems handled?

Then each position is analyzed carefully in order to determine the appropriate screening measures based on the *bona fide* requirements of that position (i.e., the actual skills, experience or other qualifications needed to do

this particular job, as well as the ways in which this position relates to others). The requirements of a position are things like "the ability to work with children"or "knowledge of computers and the Internet".

Identify and assess the risks

Ask yourself what could go wrong in a particular role. What risks are inherent in this position? Foreseeable or remote? Which losses are the most serious? Here are the key categories to consider:

- bodily harm (physical injury)
- personal injury (including emotional, psychological, physical, or sexual abuse)
- loss of reputation for the organization
- financial loss
- property damage

Examine the design of the position

Take a look at what could be done to minimize risk by changing the way the work gets done in this position. Ask yourself what you could do in terms of job design (i.e., changing how this "job" gets done or the circumstances around it) in order to minimize both the risks and the need for intrusive personal screening measures.

Identify the basic qualifications or requirements

On the basis of your answers to questions above, you would then identify the basic qualifications or requirements needed to successfully fill position. What qualifications must someone have in order to do this work properly (e.g., ability to work well with children, competence on computers and knowledge of the Internet)? What do you need to know about each applicant in order to screen for this position? These become the criteria for screening people in or out, both before and after they are engaged, and determine which screening tools you need to use.

Choose the Right Screening Mechanisms or Tools

There are many screening tools available. Some are obvious, such as interviews or reference checks. Others are less obvious, such as the position design. It is essential to choose screening tools that can help them identify if someone has or does not have the qualifications identified as necessary to the position. Organizations must not choose screening tools simply because they are easy, inexpensive, familiar or comfortable. The choices should be made entirely on the results of the analysis done of each position.

Pre-Hiring or Engagement

Basic pre-hiring screening tools include:

- careful position design
- accurate, thorough position descriptions
- well-designed application forms
- careful recruitment based on position design and description
- interviews (one or more? conducted by different people?)
- police records checks (see below)
- asking candidates to demonstrate how they would do a piece of work
- asking candidates how they would handle different scenarios related to the position
- reference checks (school, work, volunteer, personal, etc.)
- specialized testing/interviewing (e.g., knowledge of computers and the Internet)

Not all of these screening tools will be necessary for all positions, and there are lots of others not on this list. The important point is that you choose the appropriate and necessary screening mechanisms on the basis of the requirements of the position. It is also important to clarify what is expected of the individual in the position.

Post-Hiring or Engagement Screening Tools or Measures

While absolutely necessary, screening done before someone is engaged by the organization is not nearly as important or effective as screening done after someone is hired. This is because it is impossible to know if someone is right for the job until after he or she is engaged.

Each of the following can be used as a screening mechanism to check how effectively the individual is demonstrating on an ongoing basis that he or

she has the qualifications to do the work and therefore meets the requirements of the position:

- orientation and training
- probation period
- buddy system
- regular supervision and evaluation
- requiring participation in periodic group activities
- random, unannounced spot-checks
- regular feedback from clients and/or their families

Orientation and training are screening tools since they give you opportunities to observe the people you are bringing into the organization to provide services. Setting up a probation period and using a buddy system where an individual is matched with someone who has more experience to monitor and supervise can also be effective screening tools. In order for these methods to work well, the position requirements must be well established, clearly laid out and understood by all involved.

Requiring participation in periodic group activities offers another opportunity to see people in action in a different context, and to get others' perspectives on their work. Community Access Sites should also consider establishing a policy whereby supervisors may drop in from time to time, unannounced and without notice, to see how things are going.

Most of these screening measures are, in fact, some form or variation of supervision, observation, monitoring, and evaluation, and they are in fact the most important forms of screening.

A Special Note on Police Records Checks and their Limitations

For some positions (in particular, those in which individuals are going to be alone, one-to-one, and in positions of trust or authority over children or other vulnerable people), a police records check is a screening tool that should be used. However, an organization must never consider that doing a police records check means that the job of screening is done. It is far from done.

Police records checks can be useful screening tools, and in some situations they must be done. However, they have some important limitations that organizations must keep in mind. For example, criminal record information is only one kind of information the police have on file, and it may not be the most relevant information in every case. Police records may include

pertinent information that the police may not be able to release, or they may decide not to release. Police services keep local records as well, although these may not be used when they do a police records check. Also, local police records are not necessarily available to all police services. So, if someone has moved frequently, it may be necessary to have them request a local record check from the police force in the areas where they have lived previously. Not all police agencies provide this service.

Because individuals have committed criminal acts without being caught or being prosecuted, the absence of a criminal record or a police file does not guarantee anything. Also, without checking an individual's fingerprints against the CPIC system, there is no guarantee that the individual does not have a criminal record in Canada. An individual may also lie about his or her name, or change his or her name legally, and a record may therefore not be revealed. The bottom line is this: a police records check is a screening tool that must be used for certain positions - especially positions of trust with vulnerable people. However, a police records check cannot guarantee anything at all about the individual, and therefore it should never be relied on as the only screening mechanism used.

Conclusion

Does this sound overwhelming?
It's really not!

Community Access Sites and their representatives are **not expected nor required to absolutely guarantee that nothing bad will ever happen in their programs**. They are, however, expected and required to **do what is prudent and reasonable to minimize potential risks**.

The sample checklists that follow focus on the three "Ps" - Premises, Programs, and People - as described above. One is geared for the Site manager or administrator; the other is for the CyberCamp facilitators. The checklists are intended to give Sites a starting point in their own assessment of possible risks at their CyberCamps, and they also demonstrate that much of what is "prudent and reasonable" and "necessary and appropriate" is basic common sense. Only those in the organization and involved in the specific activities can identify and control the specific risks that exist there. It could be useful to ask for assistance from someone who has some experience and expertise in risk management principles and issues.

It is also a good idea to keep records, such as copies of the suggested checklists, to document what has been done, by whom, and when. Not only would this demonstrate "due diligence", it would also ensure a smoother transition in the case of changes in responsibilities for staff members, whether paid or volunteer.

The challenge facing Community Access Sites is to do what is necessary to meet their moral, ethical, and legal duties without losing too much of their intended "informality" as relatively small, community-based organizations. The good news is that this is really not as difficult as it may seem. Many good, effective risk management strategies or measures do not require huge expenditures of time, money or other resources.

The key to good risk management is deliberate attention and thought, followed by judgement, decision-making, action, and evaluation.

RISK MANAGEMENT CHECKLIST FOR CYBERCAMPS

A: CHECKLIST FOR CAP SITE MANAGERS

- This checklist is a tool to help you achieve the goal of making your CyberCamps safer. If you discover anything that poses a potential risk, action should be taken immediately to avoid, eliminate or minimize it.
- Here are the basic questions to ask yourself: What can go wrong here? How can we eliminate, avoid, or reduce the risk that those things will go wrong?
- When doing your assesment of the premises, you may also need to check with the owner or manager of the building to ensure that all relevant regulations and codes are being met.
- Primary responsibility for risk management at CyberCamps belongs to the Community Access Site and its manager or administrator. Camp facilitators need to be given clear directions about risk management issues for which they have specific responsibility.

Part 1: PREMISES

ITEM TO BE CHECKED	Date? Checked by whom? Okay? If not, what follow-up done?	Action taken? By whom? When? Result?	Further follow-up needed? Periodic monitoring to be done when? By whom?
CyberCamp premises inspected and judged safe for use (we've walked through the Site asking "What could go wrong?")			
All relevant regulations and building codes have been met.			
Clear access for emergency vehicles; address visible; emergency exits accessible; emergency equipment (fire exit/ sprinklers, etc.) working			
Emergency, injury and fire evacuation plans established; Camp staff capable of executing them			
Anti-theft, anti-vandalism, and security measures in place			
Adequate accommodation for disabled clients is available			
Appropriate arrangements made for security, cleaning, snow removal, etc.			
CyberCamps room(s), halls, bathrooms, parking lots (anywhere people have to use or pass through) are adequately protected			
Adequate/appropriate insurance purchased (e.g., general liability; accidental death and dismemberment; directors' and officers')			

Part 2: PROGRAMS

ITEM TO BE CHECKED	Date? Checked by whom? Okay? If not, what follow-up done?	Action taken? By whom? When? Result?	Further follow- up needed? Periodic monitoring to be done when? By whom?
Staff competent and adequately trained to offer CyberCamp programs			
Ratio of staff/participants adequate for safety and successful program			
Appropriate permission slips and waivers sought and received from parents for children's programs			
Program activities reviewed and deemed appropriate for target groups			
Internet chaperoning guidelines and measures clear and in place			
Equipment adequate for program activities; equipment maintained			
Arrangements made for technical support for staff, if needed			
Appropriate permissions and licenses in place for use of software			
If partnering with another organization, risk management undertaken for these activities as well			
Feedback sought from participants, parents, and staff; fed into an evaluation			

Part 3: PEOPLE

ITEM TO BE CHECKED	Date? Checked by whom? Okay? If not, what follow-up done?	Action taken? By whom? When? Result?	Further follow- up needed? Periodic monitoring to be done when? By whom?
Appropriate pre-hiring/ engagement screening measures taken for all Site representatives at CyberCamp			
Appropriate post-hiring/ engagement screening measures in place for all			
Legislative/statutory requirements met re: screening			
Staff competent to provide programs and deal with target group			
Staff adequately trained re: appropriate behaviour (theirs, participants, others)			
Roles, authority, responsibilities clearly communicated to staff; staff understand and act accordingly			
Mechanisms in place for concerns/ complaints to be dealt with swiftly and fairly			
Code of conduct for participants delineated and communicated to all; staff understands measures to be taken if problems occur			
There is adequate security/ protection against intruders.			

RISK MANAGEMENT CHECKLIST FOR CYBERCAMPS

B: CHECKLIST FOR CAMP FACILITATORS

- This checklist is a tool to help you achieve the goal of making your CyberCamps safer. If you discover anything that poses a potential risk, action should be taken immediately.

- These are the basic questions to ask yourself: What can go wrong here? How can we eliminate, avoid, or reduce the risk that those things will go wrong?

- Facilitators are especially responsible for the things over which they have control, responsibility or authority. If you see something which you believe poses a risk to your program and/or its participants, although you do not have authority or control over it, you still have a responsibility to bring it to the attention of those who do.

Part 1: PREMISES

ITEM TO BE CHECKED	Date? Checked by whom? Okay? If not, what follow-up done?	Action taken? By whom? When? Result?	Further follow-up needed? Periodic monitoring to be done when? By whom?
I have all appropriate keys, security and emergency information.			
I am familiar with the emergency evacuation plans and equipment. I know where fire exits are, what to do in case of fire, injury or emergency.			
I can lead participants outside to safety, if necessary.			
I inspect the room(s) before each program for risks and deal with them (e.g., ensure cables won't be tripped over).			
I know where phone is and who to call for help in different situations.			
I understand clearly my role and responsibility in terms of the Site (e.g., preparing it, dealing with equipment, cleaning up).			

Part 2: PROGRAMS

ITEM TO BE CHECKED	Date? Checked by whom? Okay? If not, what follow-up done?	Action taken? By whom? When? Result?	Further follow-up needed? Periodic monitoring to be done when? By whom?
I am adequately trained to offer this program. I am adequately prepared to deal with the client group (e.g., small kids).			
I understand clearly the scope of my role, as well as my level of authority and responsibility.			
I understand my role, limits of my responsibility and authority if other, non-computer activities are involved in CyberCamp.			
There is enough staff to adequately work with participants for safety and for the success of program.			
I understand the Internet chaperoning guidelines and measures; I can implement them.			
I don't use software, equipment without appropriate permission/ licenses.			
The equipment is adequate for the program/ activities and is being maintained.			
I know where to get technical and other support, when needed.			
I ask for feedback/comments from participants and parents; I act on them.			

Part 3: PEOPLE

ITEM TO BE CHECKED	Date? Checked by whom? Okay? If not, what follow-up done?	Action taken? By whom? When? Result?	Further follow-up needed? Periodic monitoring to be done when? By whom?
I understand the guidelines for appropriate/inappropriate behaviour (mine, participants, others).			
I know what to do and who to contact if a problem arises with staff or participants.			
I understand my responsibility and authority to act if problems occur.			
I have all appropriate permission slips and waivers.			
I am aware of special needs of participants (e.g., disability, medication, pick-ups); how to deal with them and where to get support if needed.			
I know who is supposed to be in the building, room, etc. and who isn't. I know who to contact for assistance and how.			
I am in regular contact with the Site's manager/administrator or my supervisor.			
I receive feedback from participants, parents and Site representatives; I can act on it.			

Appendix A: Super Software

This section provides a list of programs that have been used by various Community Access Sites for CyberCamps. This is only a guide; there are an infinite number of programs and software that could be used. If you find another really great one, share it with other CyberCamp facilitators - post it on the national CAP web site!

- **Design and Development**: A great resource for assistance, ideas, graphics and programs for CyberCamp design is the CAP webpage. Check it out: http://cap.unb.ca/cappaces/projects/design.html

- **HyperStudio™**: A program that allows you to combine text, graphics, sound, video, special effects, and other elements to bring ideas to life and share them with others. This program is very easy to learn, yet it provides educators and students with the same power as real-world multimedia developers. The program features a wide range of graphic special effects, along with a wide range of support for nearly all the key photo and video software and hardware that is available. HyperStudio 1998 http://www.hyperstudio.com/

- **Adobe® PhotoShop®**: This software has become the standard for digital image enhancement, photo retouching, and image composing. 1998 Adobe ® Systems Incorporated http://www.adobe.com/prodindex/photoshop/prodinfo.html

- **MicroSoft® Word**: Word 97 simplifies common word-processing tasks with built-in intelligence. By recognizing what you want to do, Word 97 quickly produces the results you need, so you get more done with less time and effort. 1998 Microsoft ® Corporation http://www.microsoft.com/products/prodref/188_ov.htm

- **Windows Paint™**: A simple yet powerful program that is fun and easy to use. From starting your own creation to touching up your favorite pictures, Paint allows the imagination to soar by the click of the mouse.

- **FileMaker Pro**: This software gives you the power to organize, share, and gain value from your information - from the desktop to the Web. 1994-1998, FileMaker, Inc. http://www.filemaker.com/

- **Corel® WordPerfect Suite®**: The four main goals behind the creation of Corel ® WordPerfect Suite 8® are to help the customer communicate ideas, collaborate with others through document review and revisions, connect to the world with advanced Internet tools and transition easier through macros, file conversions and the PerfectExpert™. 1998 Corel® Corporation http://www.corel.com/products/wordperfect/cwps8/index.htm

Appendix A: Super Software

- **MicroSoft ® Windows ®95/98**: Now almost every one in the world has heard of Windows ® but do you really know how to use it to its full potential? Lessons on Windows ® can improve work skills and help solve those annoying problems like crashes and freezes.
  1998 Microsoft® Corporation http://www.microsoft.com/windows/default.asp

- **Typing Tutor™**: There are multitudes of typing tutor programs available today, but they all teach the same basic skills. Some go into more detail than others do and some are more fun. The choice of which program to use depends on the participants' age, typing ability and accessibility of the program itself.
  1996-http://www.kagi.com/edicom/typing.html

- **Netscape Navigator™ or Communicator™**: Communicator combines Navigator (the world's most popular browser) with a useful set of Internet tools for e-mail, newsgroups, web page composition, conferencing, and sending instant messages from your home or business.
  1998 Netscape™ http://home.netscape.com/browsers/index.html

- **HTML Training Module**: Many people (including CAP youth interns) have taken this course with excellent results. The advantage of this course is that new lessons are added as the technology changes. This would be a great resource for older youth and adults.
  http://hakatai.mcli.dist.maricopa.edu/tut/index.html

- **Educational CD-ROMs**: These are both educational and fun:

  - Orly's Draw-A-Story focuses on a young Jamaican girl and her frog sidekick tell stories and allow children to draw pictures which are then incorporated into the story. The interface is super user-friendly and interactive. Children can also then create their own stories with this program.

  - The Treehouse teaches many subjects such as math, science, music through a variety of fun and interactive methods.

  Both of these CD-ROMs available from Broderbund and require a sound card with speakers and/or headphones.
  http://www.broderbund.com/

- **Metacreations Kai's SuperGoo**: With the use of a digital camera or scanner you can capture pictures of your campers and then bring them into a paint program which lets you create some really neat distortions to digital photographs! Or, with Abode PhotoDeluxe 2.0 (cam with our scanner), you can print out "play money," magazine covers, or cards for all occasions, etc. with your campers pictures on them. http://www.metatools.com/products/supergoo/

Appendix B: Great Web Sites

Educational:

- http://www.schoolnet.ca/collections/
- http://www.thecase.com/kids
- http://www.sln.org
- http://www.tour-eiffel.fr
- http://db.cochran.com/li_toc:theoPage.db
- http://radio-canada.ca/jeunesse
- http://www.howstuffworks.com
- http://www.ipl.org/cgi-bin/youth/youth.out.pl?sub=rzn0000
- http://www.bess.net
- http://www.schoolnet.ca/home/e
- http://www.noogenesis.com/inventing/pencil/pencil_page.html
- http://hotfiles.zdnet.com/cgi-bin/texis/swlib/hotfiles/info.html?fcode=000REF
- http://www.pcshareware.com/spell.htm
- http://www-nais.ccm.emr.ca/schoolnet
- http://www.guide-internet.com/GiEduc13.htm

Entertaining (yet educational):

- http://www.cyberkids.com
- http://www.ala.org/parentspage/greatSites
- www.cochran.com/theodore
- http://www.bbc.co.uk/webguide/childrens
- http://www.cbc4kids.ca
- www.rahul.net/renoir/monster/monster.html
- http://www.eduweb.com/pintura
- http://members.aol.com/Pstricher/Enfantinet
- http://www.civilization.ca
- http://ping4.ping.be/eurospace/fr.html
- http://www.momes.net
- http://www.blanche-mtl.com/index.html
- http://www.ce.org
- http://sf.emse.fr
- http://www.kidsdomain.com/
- http://babelfish.altavista.digital.com
- http://www.publib.nf.ca/kids/kid.html
- http://www.martinlibrary.org/soar.html
- http://207.69.132.225/games/haunt/haunt.htm
- http://www.sesamestreet.com
- http://acadiacom.softseek.com/Games/Just_for_Kids/F_7353_index.shtml
- www.uproar.com
- www.yahoo.com

Appendix B: Great Web Sites

Teaching/ Parenting Resources:

- http://www.ash.udel.edu/ash/index.html
- http://www.classroom.net/grades/m712.asp
- http://www.luc.edu/schools/education/csimath/zparents.htm
- http://www.yahooligans.com
- http://owl.english.purdue.edu

Seniors:

- www.ageofreason.com
- http://www.theseniortimes.com/
- http://www.srdogs.com/
- http://www.seniorstop.com/
- http://www.fifty-plus.net/

Internet Chaperoning and Safety:

- http://www.media-awareness.ca/eng/med/home/manmed/manweb.htm#market
- http://www.netnanny.com

Web Page Resources:

- http://www.projectcool.com
- http://www.geocities.com/join/
- www.reallybig.com
- www.tripod.com
- www.angelfire.com
- www.infi.net/wwwimages/colorindex2.html
- http://werbach.com/barebones
- www.fortunecity.com

Browsers:

- www.infoseek.com
- www.altavista.digital.com
- www.webcrawler.com
- www.metacrawler.com
- www.looksmart.com
- www.isleuth.com
- www.hotbot.com
- www.excite.com
- www.lycos.com
- www.yahoo.com
- www.netfind.com

Free E-mail:

- www.hotmail.com
- www.rocketmail.com
- www.bigfoot.com

Parental Consent/ Release Form

When participants register, present their parent or guardian with the Consent/ Release Form (see example), and ask them to read it and sign it. Try to do all you can to be sure that those who sign it understand what it means before they sign it. In the case of minor children, the form must be signed by a parent or legal guardian. It may be worthwhile asking parents to stay for a few minutes at the first session of the Camp in order to walk through the Consent/Release Form with them, ask for questions, answer them, and pick up all the forms at the same time.

The Consent/ Release Form should provide specific information, but it should never make promises or guarantees that a CyberCamp cannot fulfill. Since you cannot 'ensure' or 'guarantee' safety, do not promise to do so. A Consent/Release Form is useful and may protect a Community Access Site to some degree, but it will not necessarily absolve you from liability if something untoward happens. Waivers are not an absolute protection of the Site because in the case of children being injured, courts can and do often find waivers null and void. In addition, if the Site representatives are negligent, waivers may well afford no protection from liability. Remember, if you promise on a Consent/Release Form that you will do or have done something (e.g., screen all the CyberCamp staff adequately), you will be held to that promise legally.

Medical Release Form

You should ask the parents/guardians of your children and teen participants to complete a Medical Information and Permission Form. It should focus on two things:

i) medical information that is relevant to the Camp situation - e.g., medication that needs to be administered, allergies, health concerns that could affect the Camp.

ii) permission to seek emergency medical attention for the child in the absence of the parent/guardian.

Remember that this information is private and confidential, and you are under an obligation to keep it so. Information should be disclosed only to those who need to know it in order to do their jobs. More information is better only if that information is relevant to the Camp situation.

Community Access Site CyberCamp
Parental Consent/ Release Form

The _____[Name]_____ Community Access Site recognizes its obligations to do what is prudent and reasonable to protect the children in its programs from harm and to provide them with a program of good quality, offered by competent instructors.

We have undertaken the following steps to meet this obligation.

1. Re: the site of the CyberCamp. We have selected this site after checking that it is generally safe for children. We undertake risk management activities, including ..... on a regular basis to check on its safety and to improve conditions.

2. Re: the programs and services. The Site has done ..... to see to the quality and appropriate nature of the programs and services we provide. We encourage your feedback and your child's at any time regarding the programs so that we may work to improve them.

3. Re: the people who offer services on behalf of the Site. The Site screens all of its representatives, both before and especially after they are hired/engaged, by doing the following ..... In particular, Facilitators are trained, supervised, observed, monitored, and evaluated on an ongoing basis. If you or your child have any concerns about a Facilitator or other Site representative, please make them known to the Site Manager.

In addition, we have purchased ..... insurance for CyberCamps.

The Site and its representatives will seek to minimize any risks as much as possible, and to warn or instruct participants about them. Parents should understand that potential risks may exist (as they do anywhere) and should also instruct their children with respect to these risks.

Appendix C: Sample Forms

Participants and/or their parents or guardians are expected to adhere to the following guidelines:

1. Parents agree to provide all information requested on the Participant Registration/Profile Form and on the Medical Information and Permission Form.
2. Morning campers must not arrive at the Centre earlier than ... ; afternoon campers should not arrive before ..... Children should not be dropped off in front of the building. Parents/guardians are expected to bring them to the CyberCamp room and to remain with them until a Site representative arrives.
3. Morning campers must be picked up no later than .....Afternoon campers must be picked up no later than ..... Children must be picked up from the CyberCamp room itself.
4. If someone other than the parent/guardian of a child is going to pick a child up from Camp, the parent/guardian must provide written permission to the Camp Facilitator, identifying who will pick the child up and on what days.
5. Parents/guardians will review the attached Code of Conduct with CyberCamp participants and will alert them to the fact that they are expected to behave accordingly. The Code sets out certain standards of behaviour required in order to protect the safety of children and to maximize the success of the Camp.
6. Participants will agree to abide by the Code, on the understanding that they may be asked to leave the Camp if they do not.
7. Parents/guardians agree that no refund will be given for Camp fees if a child is asked to leave the Camp for behaviour which does not conform to the Code of Conduct.
8. Parents/guardians agree that no refund will be given for Camp fees if a child cannot attend the Camp for any reason, unless an acceptable replacement can be found in time to fill the seat.

Appendix C: Sample Forms

Agreement:

I, _____, parent/guardian of _____, agree to allow him/her to participate in the CyberCamp, to be held at _____, on these dates _____. I understand and accept the measures that the Community Access Site has taken to protect safety and provide a program of good quality, and I accept that my child will be expected to behave according to the Code of Conduct that I have been given by the Site. I will so instruct my child.

I understand that the Community Access Site assumes no liability for injury and accidents that may happen to my child while travelling to or from home to the site. I understand the potential risks involved in this program and agree to hold the CyberCamp harmless for injury or accident to my child while at the Camp or in its programs. I understand the risks and the legal implications of signing this waiver.

_____

Signature of Parent or Guardian

_____

Date

Appendix C: Sample Forms

Participant Registration/ Profile Form

Name:_____ Gender: __M __F

Age:_____ Health Card #:_____

Address:_____

City:_____ Prov:_____

Postal Code:_____

Parent/ Guardian 1:_____
Tel (h):_____ (w):_____

Parent/ Guardian 2:_____
Tel (h):_____ (w):_____

Alternate Emergency Contact:_____
Tel (h):_____ (w):_____

Who will pick up child?
1._____
2._____

Special Needs (i.e., allergies, medication, hyperactivity, mental or physical disabilities, etc.)

_____
_____
_____

Total Fee:_____ Fee Enclosed:_____

Where did you hear about the CyberCamp?
__ Community Access Site __ Friends __ Flyer __ School __ Newspaper

I _____, permit my child, _____, to attend this CyberCamp.

Date:_____

Medical Information and Permission Form

This information will be maintained in a confidential file by the Community Access Site. It will only be shared with Site representatives who need to know this information in order to do their jobs properly. If there is other information that you consider pertinent to your child's well-being at the CyberCamp, please add it to the form or send it separately.

CyberCamp Dates: From _____ to _____
CyberCamp Location: _____

Camper's Name: _____

Parents/Guardian Name: _____
Phone #/Pager #: (Home) _____ (Office) _____

Other Emergency Contact (if unable to reach parent/guardian):
_____
Phone #.: _____

Doctor's Name: _____ Phone #: _____

Health Card #: _____

Health Concerns/Medical Information:

Allergies:
Food: _____
Drugs: _____
Insect Stings/Bites: _____
Other: _____

My child carries an ANA Kit, knows how it works, and can use it himself/herself: **Yes** ___ **No** ___
My child carries an EPI Pen, knows how it works, and can use it himself/herself: **Yes** ___ **No** ___

Is medication being sent to Camp? **Yes** ____ **No** ___
If yes, please specify what it is, and how/and when the medication is to be administered, and whether the child can administer the medication to himself or herself?

_____

_____

_____

Medical Conditions/Disabilities:
My child has the following medical condition(s) or disabilities:
Diabetes _____
Epilepsy _____
ADD _____
Asthma _____
Disability: _____
Other: _____

My child needs assistance with the following:

_____

_____

Camp authorities should be concerned if they see the following signs or symptoms:

_____

_____

_____

Dietary Restrictions:

_____

_____

_____

Special Needs:

_____

_____

_____

Other Concerns:

_____

_____

_____

Authorization:

I, _____, parent/guardian of _____, do hereby give my permission for the Community Access Site and its authorized representatives to assist with or to do the following on behalf of my child (e.g., administer medication, help with toiletting, etc.)

_____

_____

_____ while he/she is a participant at a CyberCamp.

In addition, I hereby authorize the Community Access Site of _____ and its authorized representatives to act in the event of a medical emergency and to seek medical treatment for my child. I hereby give consent for any medical assistance or treatment or procedure deemed necessary by a qualified doctor or other qualified health professional, in the event that I cannot be reached to give such consent.

_____

Signature of parent/guardian

_____

Date